


EDUCATION, HIGHER--NORTH CAROLINA

Mont Amoenian




THE MONT AMOENIAN



FEBRUARY,
1899.



VOL. II.



NO. 2.

Mont Amoena Seminary,
Mt. Pleasant, N. C.

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The Mont Armenian.

VOL. II.

MT. PLEASANT, N. C., FEBRUARY, 1899.

NO. 2.

TEACHING AND THE TRAINING OF TEACHERS.

Prof. H. T. J. Ladwig, Ph. D.

No subject claims more attention at the present time than teaching. People are beginning to realize more and more that there is a real science of teaching with its underlying principles, the proper understanding of which is just as essential to the teacher as a knowledge of the underlying principles of law or medicine is to the lawyer or physician. As the desire for education becomes more and more generally disseminated among the people and the demand for better teaching increases, the necessity for more thorough preparation for the work becomes more clearly evident.

It has been a few years only since the supposition was common that any one who was tolerably well educated in the ordinary branches of learning was competent to teach school. The human head was looked upon as a kind of receptacle into which knowledge could be found like pouring grain from one vessel into another, and all that the teacher had to do was to carry with her to school a certain quantity of knowledge which it was expected she would pour into the heads of the pupils, supplementing the pouring process, if necessary by shaking and pounding in order to force in the greatest quantity possible. This idea, however, is disappearing. The notion is becoming more general that there is a real science of teaching, a science that has a very wide range, a knowledge of which involves a knowledge of the science of mental activity as well as of the science of the development of that activity. It is not mental philosophy. It is not psychology. It is more. Those sciences it is true tell us something of the mind and soul, and are of great use to the teacher, but beyond names and definitions they tell us but little. They treat of the phenomena resulting from the action of psychic force but leave much untold in regard to the nature of that force and the cause, which condition its activity.

It should be evident therefore that the science of teaching is as real as the science of mind. There is a philosophy of teaching just as there is a philosophy of mind. To ignore the one would be just as culpable as it would be to neglect the other. No one who intends to make teaching a profession can safely ignore either. It is just as essential to study and understand the science of teaching, or in other words, the science of developing the mind as it is to know what the mind and its capabilities are.

As a general thing the teacher has two classes of pupils to work with. The one class has apparently no ideas at all, the other very crude ones. In some respects pupils of the former class give the teacher a fair and open field in which to operate; she has at least the advantage of leaving no erroneous ideas to clear out of the way. It may be said she begins at the foundation. In this case her knowledge of the principles of teaching will serve her a good purpose.

The great majority of pupils, however, fall into the second class. They have ideas some correct, many often incorrect. The incorrect ideas must be eliminated and correct ones substituted or awakened in their places. This work generally gives much trouble, and is usually a slow process, but well selected methods, conforming to the principles underlying the development of mind and of directing the development towards the end desired to be accomplished, will hardly ever fail to be attended by success.

To be able to contend with these difficulties is the object of the special preparation of the teacher for her work. The nature of the work indicates the nature of the preparation. To neglect the latter would be to make success in the former a matter of chance.

The fact that teachers have succeeded without this preparation and training proves nothing. Those teachers succeeded because they made application of the principles which underlie the teacher's art. The application of a principle will be attended by the proper result whether the one applying the principle is or is not conscious of the fact. Our ignorance of a principle has no effect on the result attending its application. A body will weigh a pound more or less even if we do not understand the reason why. Our ignorance of the cause does not produce a variation in the effect.

Similarly a teacher may know that she is succeeding with a class without being able to discern clearly why she does succeed. She applies a principle unconsciously and succeeds because she makes a

proper application of the principle. But if she may succeed without knowing why, she may fail without being able to find the cause of failure. She may hasten to the conclusion that the cause of failure resides within the pupil and is not due to a possible deficiency in herself. Her ignorance of the principles underlying all successful teaching renders her blind to her own imperfections as well as, it happens, in too many cases to the real wants of the pupil. She conceals her own imperfections by citing the incapacity of the pupil. Not knowing the cause of failure her efforts to correct the fault must be made necessarily at random, with the chances of success or failure about equal. She is like the doctor who attempts to practice medicine without being able either to diagnose a case or to prescribe a remedy.

This special preparation becomes more important from the fact that as competition becomes more active greater abilities are required of the teacher. She cannot go into the school room now with as little education as she did a few years ago and do work that will guarantee her safe competition with those who are better prepared. The standard has been raised and she must rise to its level. She must advance to keep in line with the forward movement that is going on.

It should be observed also that it is not the quantity so much as the quality of this preparation that will serve the teacher best. This is an encouraging feature of the work of preparation. It renders it easy for any one who has the inclination to teach and the energy to work, to prepare herself for successful teaching.

THE OLYMPIC GAMES AND THEIR REVIVAL.

To all students of history Greece has a peculiar fascination—especially to those who wish to know the principles on which free institutions are founded.

As is well known, Greece stands among the very oldest countries whose people enjoyed political freedom and some of the blessings of civilization. She has her mythical traditions, her warriors, orators, law-givers, poets and artists. Nothing is more interesting to a warrior than the records of the heroic valor of her armies in defense of their country; nothing more inviting to a statesman than the study

of her laws; nothing more inspiring to a poet than her lyrics—to an orator than her orations—while our artists and sculptors sit at the feet of her great workmen for their models.

Since Greece, long years before the Christian era was so progressive and had attained to such a degree of civilization it is interesting to ask, in what amusements did the people engage?

The sentiment must have been pure and lofty, elevating the minds of the people and instilling into them the true principles of character. Nothing less than this could have preserved the national character so long and made such a lasting impression on the coming ages.

Among the many amusements of the Grecian people, we find the Olympic Games the most prominent and important.

The first true historic fact in connection with these games, is their so-called revival by Iphitos, king of Elis, assisted by Lycurgus the law-giver of Sparta, about the year 884 B. C. It appears that these games were instituted by king Iphitos for political reasons. He desired to bring about peace and harmony among the people and render his kingdom sacred not only in the eyes of his own people, but in the eyes of all Greece.

Mount Olympus was then considered the terrestrial home of the gods. On the very summit Jupiter held his heavenly council, and in the recesses beneath all gods had homes. Indeed this was the rendezvous of all fanciful beings and from this Iphitos took the name Olympic in honor of the Supreme God.

Iphitos applied to the Delphic oracle for permission to re-organize the Olympic games. This request was granted, and there was peace declared throughout the remotest parts of Greece and the territory of Elis was rendered inviolable.

The Olympic Games were celebrated every four years and constituted the most splendid national festival of the country.

The order of the plays, controlled by the Eleans was thus arranged. On the first day came the great initiatory sacrifice; after which the competitors, who had to be of the purest blood and who were required to train ten months before the festival, were properly classed and arranged by the judges. On the second day was the contest of the boys in foot-racing, wrestling and horse-racing. On the third day came the contests of men in wrestling, foot-racing and contests in heavy armor. The fourth day was devoted to tests

in leaping, running, throwing the discus and spear; then also occurred the exciting chariot and horse races.

The fifth and last day was the time for the processions, sacrifices and banquets in honor of the victors, who were crowned with a garland made of the twigs of the wild olive tree, which grew on the sacred ground of Altis.

A victor was joyfully received by the assembled people; the herald proclaimed his name and the name of his father and country; and on his return home he was received with still greater splendor, for in his honor statues were erected at Altis and in his own country.

These games had their effect. They brought peace and good will throughout the entire country, and taught the people, assembled from far and near, to appreciate beauty and strength and recognize the brotherhood of mankind.

Within the last few years these games have been revived. This new organization was the result of a resolution, passed in the Paris Congress in 1894, recommending the revival of the Olympic games. The Crown Prince of Greece, Constantine, became very much enthused over the proposition, and at once consulted his prime minister; but the prime minister objected because the undertaking was too great and expensive for his country. His arguments lost their weight, however, when it was shown that the government was not to undertake the task, but only look upon it with favor.

Modern Athens had been enriched and beautified not from her public treasury, but by her wealthy citizens who had made their fortunes at a distance, and wished to crown their successful commercial careers by some act of liberality toward their mother country. The call was made and Grecian wealth came in abundance from all parts of the world, and especially from London, Marseilles and Constantinople. Invitations were sent to all other nations to come and join in these contests as it was to be a national affair.

On Easter Monday, April 6th, 1896, Athens became animated with a most extraordinary movement. It had been just 1502 years since Theodosius suppressed these games in order to destroy hated paganism; but now we have a Christian monarch announcing a formal annulment of that imperial decree and placing these games once again in the category of Christian amusements.

Men of almost every European nation and of America engaged in the different contests. In a contest like this, where none but the best and most skillful meet, it is high honor to be a victor; and when we remember that the American boys won the greatest number of prizes, we are no less proud of them than were the ancient Grecians when their boys came home bearing a victor's wreath.

As for the good effect of these games on the social world, there can be no question. All the games are but innocent contests. They encourage an admiration for beauty and strength. They incite people to love and admire their own flag. They bring about sociability and a common understanding of the different habits and customs of nations. They will be a great factor in preserving the peace of the world, and solving the misunderstandings in diplomatic affairs.

For these reasons we think that the revival of the Olympic Games is a splendid undertaking and should receive the moral support of all nations.

W. C. '98.



The Mont Amœnian.

Published quarterly; during the college year, by Mt. Amœna Female Seminary, Mt. Pleasant, N. C.

VIRGINIA SHOUP, EDITOR-IN-CHIEF.

TERMS: } Twenty-five cents, a year.
 } Stamps accepted in payment.

Single copies, ten cents.

VOL. II.

MT. PLEASANT, N. C., FEBRUARY, 1899.

NO. 2.

IS IT RIGHT?

In many instances it is quite difficult to answer this question. Even school girls find it a hard matter sometimes. Girls, what is our decision in regard to the following questions?

Is it right for me to use a pony and have my teacher praise me for my good translations?

Is it right for me to use slang at any time?

Is it right for me to use: "Oh, my soul!" "I'll declare!" "I vow!" "Heavens!" "Gracious!" and other such exclamations?

Is it right for me to "hook a light" and if detected and demerited, to entertain ill-will toward the Faculty?

These, and many more questions of a like nature, we may propound to ourselves; and what is our answer to be? Shall we say: it isn't exactly right, but there is not much harm in such things? No, that will not do, for if it isn't right, it is WRONG.

Now the question is: Are we going to be guilty of such offences? Each one of us must decide for herself. I can say:—As for me and my room-mates, we are going to KEEP THE RULES.

MONT AMÆNA GIRLS AS TEACHERS.

It is interesting to note that 69 per cent. of the graduates of this institution have engaged in teaching after leaving their Alma

Mater. We think that this is a commendable record of which the school is very proud. Not many "parlor boarders" come to Mont Amœna, and we have never seen any advertised solicitations for any. There is a real student air here, not surpassed in any school, and probably not equalled in many. Students receive a practical education here, and they are surrounded by such wholesome Christian influences as lead them to endeavor to be useful. With Dr. Ludwig Supervisor of Public Schools, as special instructor in the Normal Department, the institution is better prepared than ever to do its good work in furnishing teachers for the various public and private schools of the country.

INNOVATIONS IN ENGLISH AT NEWBERRY COLLEGE.

LEXICOGRAPHERS, DICTIONARY MAKERS, ETC., TAKE NOTICE.

What do we mean by "Originality in Composition?" Originality is not different in meaning here from originality employed anywhere else, and the word defines itself. It means that in our essays the combination of thoughts and the phraseology should be of the author—that this should be their first actual existence.—MONT AMŒNIAN (Dec).

Nor can the MONT AMŒNIAN'S definition of originality be accepted without question.—The Stylus (Jan.).

If originality in composition does not consist in the combination of thoughts and phraseology, where under the sun will we place it? We have no alternative, then, but to rest it in the fertile brain of the new teacher of English at Newberry.

What a source of pleasure it is to receive letters like the one quoted below. It causes the teachers to feel that their work has not been in vain.

DEAR OLD MONT AMŒNIAN:

Your unexpected visit produced quite a surprise, though it was a pleasant one. You came neatly dressed, and are an honor to the institution you represent. You reminded us of the many obligations to our ALMA MATER.

We wish you success. Trusting that you will meet with many friends, and receive a warm welcome to their hearts and homes,

We remain,

YOUR TRUE FRIEND.

SEMINARY NEWS.

THE HOLIDAY CAMPAIGN "OF THE BIG SIX" AND THEIR ALLIES.

Only a brief survey can here be given of the thrilling experiences of this wonderful body. Naturally the first thought to arise is: Who are the Big Six? This will be somewhat of a difficulty to make plain. There is more contained in these three little words of nine letters, than one might think. Perhaps there have been other six to assume this title, but we venture to say that no other six have ever felt their importance as THESE SIX do.

A half-dozen are not many, but this half-dozen, with heart, head, and hand united have done deeds which have caused the cheeks of the brave to pale, and hearts of the loving to grow cold.

If you wish to know why these six are the Big Six, you perhaps will find it not an easy matter to gratify your curiosity. Are they big in quality or quantity? We must not tell tales out of school; so you will have to judge for yourselves.

During the holiday campaign the Big Six admitted as many as ten others into their ranks; but this only helped to increase the popularity of the Big Six. Although the allies took an active part in every engagement, yet the Big Six were always to the front occupying the posts of danger.

Time is not to us to give a minute description of the many conflicts during the holidays; so we will mention only three of the most thrilling. These three engagements took place on consecutive nights beginning with the night of Dec. 28th. Strange to say in none of these engagements was there a LIFE LOST, though there may have been some LOVE LOST. All these engagements not only took place at night, but upon the SAME field, (in the same room.)

ENGAGEMENT NO. I, DEC. 28TH.

Silence reigned in the enemies' ranks, not a trumpet (voice) was heard, nor beat of drum (heart). In the distance, by the flickering light of a camp fire, (hearth fire) were discernible two figures, sentinels no doubt. "Now, thought the Big Six, is our time for action." To think was but to act, so in an instant this formidable body was in motion. Suddenly to the ears of the enemy came sounds most frightful: the tramp, tramp, tramp, of many feet; the ringing

of bells; the blowing of bugles (cornet); the voices of many mouths. At once the truth, with stunning vividness, flashed upon them, for there within the light and heat of their own fire, stood the Big Six and their allies drawn up in double file and armed with the latest implements of war-fare (fire tongs, dust-pans, poker, shovels, etc.)

The enemy realized at once that although their side could claim "VICTOR," yet the Big Six with their superior forces, they knew would, in the end, prove VICTORIOUS. But remembering that "only the brave deserve the fair," BRAVELY did they hold their post (sofa). For hours the conflict raged, and though the opposing forces were in such close proximity, yet they came not to a hand to hand contest. At about ten o'clock it seemed that the energy (patience) of the enemy was flagging, while the Big Six were still active and scheming. Presently the sound of a trumpet (bell) smote upon the ears of the enemy, and knowing that HIS time had come HE, "VICTOR" though he, was, vanished, leaving the Big Six with one prisoner, only a "MINNA," in possession of the field (room).

Engagements.No. II and III resulted much as No. I. The Big Six were ever victorious. On the second night the enemy displayed great power of endurance. They manifested much sticktoativeness, yet at last even the "Cook" beat a retreat.

"History repeats itself"; so you may know the Big Six were eminently successful also in the third engagement.

On the third night the enemy were FOILED, leaving the Big Six and their allies to wear all the laurels.

We will leave it to historians to minutely record the glowing adventures of this notorious "Six." The world will likely hear more of them in the not distant future.

Now for work!

Vacation is over.

A prosperous and pleasant year to all.

The girls enjoyed the snow very much.

Prof. Fisher attended court as juror in January.

The "Big Six" are extremely fond of snow-cream.

Mr. Henry Furr called on his sisters not long since.

Miss Meta Marks dined out one Sunday not long since.

Miss Sonder spent the holidays in Charlotte and Concord.

The Misses Summer spent part of the holidays at Furrs, N. C.

Miss Sumner, who accompanied her sister home, has returned.

A new student, Miss Hallie Miller, has entered school since Xmas.

Miss Mamie Ury, of Concord, spent a few days in the Seminary lately.

To say that the young ladies enjoyed vacation is putting it very mildly.

Miss Mamie Miller spent part of Xmas vacation with relatives in Norwood.

Mrs. Patterson, of China Grove, spent a week or so in the Sem. not long ago.

Miss Mamie Miller spent Saturday and Sunday with Dr. and Mrs. Bowman.

Miss Mary Hendrix spent the third Sunday with her cousin, Miss Carrie Cooke.

The electric clock must not have enough electricity about it, for it has not yet arrived.

Misses Hentz and Setzler spent a day or two with Miss Pearl Barringer over Xmas.

Little Miss Louise Miller is spending a few days with her grandmother at China Grove.

Those who spent Xmas in the Seminary much enjoyed a straw ride to St. John's on Dec. 24.

The effects of Xmas vacation seem to have vanished, and every thing is moving on as usual.

Misses Hentz and Sonder attended Pi Sigma Phi society on the last Friday night of January.

The Big Six wish to inform the readers of THE MONT ARMENIAN that they spent a pleasant vacation.

Mrs. Julia and Mrs. Pierson Misenheimer, of Misenheimer Springs, called at the Seminary last week.

Miss Kate Smith spent part of the holidays with Misses Lillie Blackwelder and Ella Walter, of Concord.

Misses Rose Miller and Myrta Engleman spent most of the holidays in town with their friend, Miss Gordon.

We regret to chronicle that Misses Ellen Barringer and Lenna Stevens could not return to school after Xmas.

About twenty girls remained in the Seminary over Xmas and not one, long gave evidence of having the "blues."

Misses Lulu Cordell's and Ruth Misenheimer's names have recently been enrolled in the Preparatory department.

Another accession to the roll.—Miss Lettie Kerns entered on Jan. 31. Lettie has been here before; so she needs no initiation.

If you want fresh air call on No. 2. You will receive immediate attention, and an abundant supply, gratis. One of the occupants of the room owns a bicycle.

Students and teachers should patronize our advertisers. They put their advertisements in *THE MONT AMÆNIAN* and expect to receive benefit from them. Don't forget this.

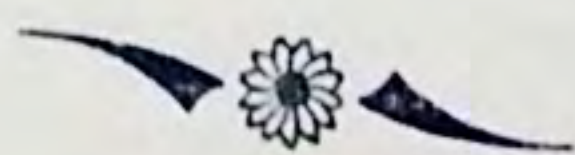
Miss Lucy Barrier lost her voice last week and couldn't find it for several days, but we are glad to say that "she let it alone and it came home," just as little Bo Peep's sheep did.

Miss Carrie Cruse, on account of ill health, has gone home. Carrie is much missed by teachers and students in the Seminary. Students regretting her absence are not all in the Sem.

Prof. Coeler, of Concord, delivered a lecture, on "Horace Mann" just before Xmas. All who heard this lecture very much enjoyed it. We hope to have Prof. Coeler with us again during this session.

It is with much regret we note that Miss Lillie Belle Sumner, on account of illness has been compelled to go home. We sincerely hope that Miss Lillie Belle may soon be restored to perfect health.

Not the least interesting addition to the membership of the school since Christmas is master Frank Henderson Miller, infant son of the President. 'Tis said that there is a general suspension of rules with reference to his conduct. He is not obliged to be quiet during study hours, and can keep light after 10.



ALUMNÆ.

'97. Miss Lillie Long is teaching near Monroe, N. C.

'97. Miss Ella Walter has entered Elizabeth College since Xmas.

'93. Miss Hattie Misenheimer is not teaching this winter. She is at home.

'96. Miss Rosa K. Wise is teaching a public school in Orangeburg, S. C.

'96. Mrs. G. F. Barnhardt, nee Miss Lela A. Moser, is living not far from Mt Pleasant now.

'87. Mrs. W. J. Boger, nee Miss Jennie Cooke, called at the Seminary several weeks ago. It seemed like old times to see "Miss Jennie" back, within these old walls.

'90 Mrs. C. D. Cobb, nee Miss Lelia Cooke, will please accept THE MONT AMŒNIAN'S best wishes. On Thursday afternoon at four o'clock Miss Lelia became Mrs. Cobb, Rev. Linn officiating. The wedding was a quite home affair.

'96. Mrs. John Thomson, nee Miss Sallie A. Fisher, is the second anomaly of the class of '96. On Sunday morning at 8 o'clock Dec. 1898, Miss Sallie, evidently having forgotten Mont Amœna's mathematical instruction, made known to the world her belief that $1+1=1$.

THE MONT AMŒNIAN extends very best wishes if Sallie will promise to let the world know that Miss Belle did not teach her the above.

SEMINARY ODDITIES.

Miss G.—I have been playing in the snow and they washed my face so that I'm afraid I'll take a severe cold.

Prof.—What is a parallelopiped?

Bright Student.—A four-footed animal with two legs parallel.

A bright senior believes that the conclusions of ministers is inspired, even though their arguments may be fallible. She expects to make her home in a parsonage.

THE MONT AMÆNIAN.

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GRAMDMA, A. B., B. S.,
(Alone.)

Matron and Assistant in General.

Miss S.—Will you have a roll?

Miss H.—No, thank you. I'm not hungry this evening.

Miss S.—I shouldn't like to see you eat when you are hungry. How many rolls have you eaten?

Miss H.—[We will not record the answer.]

Prof. L.—If you keep increasing the number of sides of a polygon, what will it become?

Miss M.—Nothing.

Prof. L.—It will become a circle. And what is a circle? One word will answer.

Miss M.—A ring.

TOWN NEWS.

"Uncle Tom's Cabin" is being painted.

Mr. Harry Odell has come home to stay.

The hills are donning their mantle of green.

Miss Effie Misenheimer spent Xmas vacation at home.

The parents of Mrs. W. A. Moore have moved into town.

Mr. Horace Barrier is now clerking for Mr. Clarence Heilig.

Messrs. Widenhouse and Miller have entered College since Xmas.

Mud! We didn't think Mt. Pleasant could become so unpleasant.

Miss Jennie Skeen spent the holidays visiting relatives in Iredell Co.

Dr. Foil has gone to Philadelphia for a month or so attending lectures.

Mr. and Mrs. George Petrea are now living in Capt. Cooke's former residence.

Rev. W. J. Boger, wife and son spent a few days in Mt. Pleasant recently.

La Grippe has arrived in Mt. Pleasant and is pretty generally taking the rounds.

Mr. and Mrs. Steffey, of Va., have been visiting their son, Rev. Mr. Sidney Steffey.

The "Lentz house" which was occupied by Mr. Long last year, is now occupied by Mr. Johnson.

Miss Jessie Sears, who has been visiting her mother, returned to Washington on the 17th inst.

Miss Lyda Fisher and Venora Blackwelder spent the holidays visiting friends and relatives in Rowan Co.

Miss Maud Miller, of Jefferson, S. C., spent part of the holidays with friends and relatives in Mt. Pleasant.

Messrs Charlie and Crump Misenheimer were home on a visit over the holidays. Both have now returned to Arkansas.

On the 19 inst, Rev. G. A. Riser gave a lecture before the College Athenæum. Subject: "The Ever-Blooming Laurel."

Misses Blanche and Emma McAlister, Lucille Lynn and Messrs. Dan Barrier and Miran Lynn spent part of the holidays in Albemarle.

Miss Belle Shirey spent the holidays with her friends in Mt. Pleasant. Miss Belle has many friends in this little village, who are always glad to see her.

Married—December, 25, 1898, Miss Myrtie Miller, Mt. Pleasant, to Mr. J. J. Cooke, of Concord. THE MONT AMOENIAN extends congratulations and best wishes to these happy young people.

Mr. Cordell, the new Methodist minister and family arrived on the day that Rev. Wiley left. Some of Mr. Cordell's members, having gathered at the parsonage, gave him a warm reception.

Just after Xmas the members of Holy Trinity "pounded" their pastor. Evidently this was not the first time Rev. Linn had received a "pounding" for he manifested neither discomfort nor embarrassment.

Mr. C. D. Cobb, a former student of N. C. College, but now principal of a school at McLeansville, spent a few days during vacation, in Mt. Pleasant. It has developed since, that Mr. Cobb was seeking material for his school, or more particularly a "cook." He attained success in his pursuits.

Married—Miss Ida Ritchie to Mr. John Suther on Jan. 15, 1899. Both of these young people are of Cabarrus Co. Miss Ida is one of Mt. Amœna's daughters, and it is but natural we should feel a great interest in her welfare. THE MONT AMOENIAN wishes these young people a life full of real happiness and prosperity.

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